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ABSTRACT

The Illinois Literacy Council's Long-Range Planning team interviewed more than 100 educators, business representatives, policy makers, and adult new readers to gather their thoughts about the state of literacy and how it might be improved. Their report raises 7 issues and presents 11 recommendations. The seven issues relate to the following: (1) definition of literacy; (2) needs assessment; (3) accountability standards; (4) best practices; (5) literacy council role; (6) funding criteria; and (7) effective use of funds. The 11 recommendations respond to the seven issues: (1) reading, writing, and math levels below the ninth grade should define literacy need for program funding; (2) individual literacy plans should be developed by local programs; (3) needs assessment of literacy needs should be conducted by state agencies and the Educational Testing Service; (4) a committee should establish literacy programs and accountability evaluators; (5) a standard level of training should be established to meet local program needs; (6) a project should be funded to determine model programs; (7) the literacy council should be a public/private partnership entity; (8) funding priorities should remain focused with programs serving those students least educated and most in need; (9) the minimum state appropriation should provide enough money for growth; (10) new monies should be targeted for workplace, family, and special needs programming; and (11) an integrated policy on funding and quality program delivery of literacy services should be developed. (NLA)

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THE ILLINOIS LITERACY EFFORT

ITS PAST ACCOMPLISHMENTS
ITS FUTURE NEEDS

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A Report from the Illinois Literacy Council
Long-Range Planning Team

CE 058259

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October 1990

As members of the Illinois Literacy Council's Long-Range Planning team we had the pleasure of interviewing, during a nine month period, more than 100 educators, business representatives, policy makers, and adult new readers to gather their thoughts about the state of literacy in Illinois and how it might be improved. Our goal was to synthesize the wisdom, experience and advice gathered through these interviews into a plan to create a more unified and complete system for helping adults reach their fullest potential.

We are most happy at the degree of participation and the spirit of cooperation exhibited by the people we interviewed. Their readiness to meet with us, their awareness of the issues, and their visions of the future have assured us that the time is ripe for restructuring and defining literacy efforts. A broad range of individuals and agencies are clearly ready to cooperate in bringing about a more efficient and effective service structure for Illinois citizens who need to improve their basic skills.

This report raises seven significant issues and presents eleven specific, accomplishable recommendations. It is our hope that readers will find the report easy to digest and act upon. The clock is ticking. Let us hasten to respond.

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Sears, Roebuck and Company

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THE ILLINOIS LITERACY EFFORT

ITS PAST ACCOMPLISHMENTS
ITS FUTURE NEEDS

A Report from the Illinois Literacy Council
Long-Range Planning Team

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THE ILLINOIS LITERACY EFFORT
ITS PAST ACCOMPLISHMENTS
ITS FUTURE NEEDS

A report from the Illinois Literacy Council Long-Range Planning Team

AN INTRODUCTION

For many years adult educators and community-based organizations in Illinois have served citizens who have basic skills needs in the area of reading, writing, and math. These students required individualized attention to bring their skills to the level necessary for participation in a traditional classroom setting and/or to successfully complete job training programs. It is estimated that two million adults in Illinois have low-functioning basic skills levels.

To address the issue of how to best serve adults with basic skills needs, Governor James R. Thompson, in May of 1984, appointed 36 members to serve on the Illinois Literacy Council, chaired by Secretary of State Jim Edgar in his capacity as State Librarian. The purpose of this statewide effort was to upgrade the literacy levels of Illinois citizens. Although a variety of providers had been serving this target audience for many years, Thompson's action heightened awareness of the problem and recognized the special needs of the adult population functioning at the lower levels of academic achievement.

The literacy issue has social, economic, and civic implications. Socially, persons with low basic skills levels feel a sense of inferiority and an inability to control their lives. The costs of low basic skills to society are reflected in the need to provide tax-supported social services, as well as in the loss of productivity and tax revenues. Persons functioning at low basic skills levels find it difficult to participate fully as citizens in their local communities and the state.

In the fall of 1984, the Illinois State Board of Education requested proposals for volunteer literacy projects in which trained volunteers would tutor adult students who were reading below the sixth grade level. After hearings were held around the state in 1984 and 1985, Secretary of State Jim Edgar developed a volunteer literacy grant program to be funded with a legislative appropriation in the State Library budget.

Since its establishment in 1985, the Secretary of State Literacy Grant Program has provided nearly $19 million in grant awards to volunteer literacy programs, including those in libraries, adult education agencies, Laubach Literacy Action councils, Literacy Volunteers of America affiliates, alternative schools, community-based organizations, and correctional institutions. In 1990 the program expanded to include direct grants to businesses providing on-site basic skills and English-as-a-Second-Language instruction to workers.

Over the past five years the Illinois State Board of Education has allocated $1,992,000 to 85 education providers to coordinate volunteer tutoring programs. More than $277,000 was earmarked for workplace literacy instruction, and $829,000 was given to family literacy initiatives.

The combined efforts of the Illinois State Board of Education and the Secretary of State Literacy Office have provided more than 83,000 adults with basic reading, math, and language assistance with help from 30,000 trained volunteers. Additional funds from the Illinois State Library to individual libraries and library systems for literacy activities have further strengthened the effort.

An important aspect of all state funding has been the encouragement of cooperative efforts among agencies and programs. Requiring programs to outline cooperative efforts in grant proposals has stimulated coalition building by public providers, community-based organizations, private foundations, and the corporate community.

In 1989, after five years of supporting state literacy activities, the Illinois Literacy Council Executive Committee suggested it was time the key players review current adult literacy needs and services and

make recommendations about future efforts. As Council chairman, Secretary of State Edgar appointed a Long-Range Planning Team consisting of representatives from the Illinois Literacy Council, the Business and Labor Literacy Advisory Committee, the Illinois State Board of Education, the Secretary of State Literacy Office, and local literacy programs.

The Long-Range Planning Team was asked to review how state and local education and employment-skills programs are dealing with adults in need of basic education assistance and how to offer the most unified and complete system for helping adults reach their fullest potential. Members of the team interviewed more than 100 individuals, including legislators, librarians, educators, state and local policy and program initiators, and students. Subjects such as standards of literacy, measures of performance, and funding priorities were reviewed.

After a thorough discussion of the testimony, the Long-Range Planning Team began to focus on seven key issues. The team's thoughts and recommendations concerning these seven issues will shape a plan for literacy as we approach the twenty-first century. We trust that, in the cooperative spirit already developed for literacy, those agencies and entities capable of implementing these recommendations will act decisively to ensure continued, comprehensive, and concrete literacy services to Illinois citizens.

SEVEN SIGNIFICANT ISSUES

DEFINITIONS

Has the 1990 definition of literacy changed from that of 1984? Will the definition continue to change in the future?

Originally, adults functioning below the sixth grade level in reading, math, and writing skills were the target population for literacy efforts funded by state agencies. Functioning competently in today's society requires increasingly higher-level skills.

NEEDS ASSESSMENT

How many adults in Illinois function below the 1990 literacy definition?

In the absence of actual data, the Secretary of State Literacy Office and the Illinois State Board of Education accept an estimate that 2,000,000 Illinois adults function below the sixth grade level. A literacy proficiency survey would help provide hard data to document not only the literacy levels of individuals but also pockets of high need.

ACCOUNTABILITY STANDARDS

Are accountability standards for Illinois literacy programs well-defined and consistent?

While programs have been required to show student reading gains and document teaching methods, hours of instruction, and student/volunteer demographics, they have not been held to specific, defined standards of program performance. Enough is now known to set standards and assist programs in meeting those standards.

BEST PRACTICES

What structures exist to provide technical assistance, staff training, and research for literacy providers?

Annual literacy and adult education conferences, regional adult education service center meetings, and the Training and Methods Subcommittee of the Illinois Literacy Council have been the primary sources for technical assistance. Regular, ongoing assistance, research, and staff development activities are needed.

LITERACY COUNCIL ROLE

What role will the Illinois Literacy Council play in future state literacy efforts?

Since its inception in 1984, the Illinois Literacy Council has provided direction, visibility, and advocacy for adult literacy projects. The Council and its subcommittees should extend their functions and assist in implementing the long-range plan spelled out herein.

FUNDING CRITERIA

What priorities should be set to determine funding of literacy programs for the next five years?

Current funding for literacy programs targets adults 16 and older not currently enrolled in school. Secretary of State funds target those functioning below the sixth grade level; Illinois State Board of Education funds target those functioning below the eighth grade level. Both programs spend some dollars on workplace literacy; the State Board funds family literacy programs. If these special programs are to be strengthened, new dollars will be needed. In the absence of new money, current priorities will stand.

EFFECTIVE USE OF FUNDS

What steps can be taken to more effectively use funds available for literacy programs?

Although the Secretary of State Literacy Office and the Illinois State Board of Education are the two largest funders of adult literacy programs in Illinois, other agencies provide funding and/or support services. A consolidated delivery system supported by these agencies would be more cost effective and would streamline administrative procedures at the local level.

THE ILLINOIS LITERACY EFFORT

QUESTIONS, RESPONSES, RECOMMENDATIONS

DEFINITIONS

Has the 1990 definition of literacy changed from that of 1984? Will the definition continue to change in the future?

RESPONSE

In 1984 the Illinois State Board of Education began to fund volunteer literacy programs within local education agencies. In 1986 the Secretary of State Literacy Office instituted a volunteer literacy grant program funding all types of agencies; literacy had been defined as the sixth grade level. In reality, literacy is a lifelong continuum; the definition varies, changing as levels of proficiency are reached and needs are expanded. However, for the purposes of integrating with other systems and agencies currently operating in the state, the Long-Range Planning Team heard testimony supporting the criterion for funding and programming as ninth grade and below.

The Illinois Department of Public Aid will be using the ninth year/ninth month level to determine which recipients need education before they are job ready or near job ready. The Illinois Department of Public Aid recognizes the need for a firm foundation in basic skills of reading, writing, and mathematics before clients are placed into the labor market.

Agencies are realizing that there is no quick fix to the need for these basic skills. More time must be invested in a solid basic-skills foundation before people are sent successfully into the workplace.

The Illinois State Board of Education uses the ninth grade level as the line of demarcation between Adult Basic Education and General Educational Development programming. Workplace literacy needs are such that the sixth grade level previously used to define literacy is not high enough to satisfy the requirements of business in a changing workplace. Illinois business people who were interviewed stressed the importance of basic skills and the need to continually upgrade the workforce as technology and increased educational needs impact the workplace.

Ninth grade functioning is being recommended for Secretary of State literacy funding purposes. However, people interviewed by the team expressed the need for competency-based methods of determining literacy. Literacy must be tied into the ability to use reading, writing, and math skills to solve problems and help people develop everyday life skills. Individual Literacy Plans (ILPs) which use student goals and objectives would meet these competency-based needs. Programs need to instill lifelong learning concepts in all students whether they be children or adults. Education needs to be an ongoing process regardless of the relative level of the student.

LONG-RANGE RECOMMENDATIONS

A. Organizations funding literacy in Illinois should accept reading, writing, and math levels below ninth grade as a definition of literacy need and therefore as a priority for literacy program funding. Workplace literacy definitions should be below the tenth grade.

B. Local programs should be encouraged to develop, for each student, a literacy plan to meet individual student learning needs.

NEEDS ASSESSMENT

How many people in Illinois function below the 1990 literacy definition?

RESPONSE

Our past estimates of literacy needs have been based on a variety of factors, such as: (1) how many individuals have not completed the eighth grade; (2) adapting the one-in-five national estimate to Illinois' population; (3) the high school dropout rate, etc. In addition, merely completing a particular grade does not assure that level of competency. The estimate that two million Illinois adults function below the sixth grade level is based on 1980 census data. In reality, we don't know what the real need is, and it is time we did. A determination of actual need is necessary in order to effectively create programs to meet those needs. This determination is possible only through a scientific testing of the Illinois population. A more specific evaluation of the need would help to set appropriate funding levels for literacy in order to provide service and support for programs serving the target population.

The Educational Testing Service (ETS) of Princeton, New Jersey is currently under contract with the United States Department of Education to complete a National Adult Literacy Survey. The Survey seeks to evaluate an individual's ability to perform simulated tasks which are ranked as to the level of literacy required to complete each problem or exercise. ETS offered states the opportunity to have a sample of an individual state's population tested with the same testing instrument. A contract with ETS to conduct an Illinois Adult Literacy Survey would not only assess our needs, but it would also enable us to see how literacy levels in Illinois compare with national mean scores.

LONG-RANGE RECOMMENDATION

State agencies interested in an assessment of Illinois' literacy needs should jointly contract for such services with Educational Testing Service to conduct a state literacy assessment.

ACCOUNTABILITY STANDARDS

Are accountability standards for Illinois literacy programs well-defined and consistent?

RESPONSE

Since 1987, funding agencies have required that programs report student reading gains, teaching methods, and hours of instruction. Programs have also been required to report progress toward implementing individual program goals.

People interviewed suggested that these and other standards should be used to determine quality programs for accountability and funding purposes. Uniform standards should be applied to the areas of assessment, instructional training for volunteers, and teaching methods.

In order to ensure that programs have a high caliber of staff to provide a quality program, we must look at what can be done to offer ongoing staff development and training activities for local programs. Because funding requests exceed the available monies, programs which meet projected goals of student participation and performance should continue to be given priority ratings by the Secretary of State Literacy Advisory Board as it makes recommendations for funding. Other agencies funding literacy efforts should also grant funds to programs which meet these standards to the extent possible within state and federal funding authorizations governing those agencies.

Funding should be provided to programs based on performance and progress toward compliance with an established set of guidelines.

All agencies funding literacy are encouraged to establish and use standards for program development and implementation and to allocate funding accordingly. A unified program monitoring system established by funders will ensure appropriate evaluation of programs.

LONG-RANGE RECOMMENDATION

Under the auspices of the Illinois Literacy Council, a committee should be established to set standards for quality literacy programs and to establish accountability evaluators. This committee should be composed of, but not limited to, representatives from the Secretary of State Literacy Office, the Illinois State Board of Education, volunteer organizations, literacy programs, state and local universities, and the business and labor communities.

BEST PRACTICES

What structures exist to provide technical assistance, staff training, and research for literacy providers?

RESPONSE

No consistent efforts have been made to provide literacy programs with assistance in developing quality programs with well-trained personnel to more effectively serve students. Literacy providers highlighted the need for intensive technical training for program staff. A support system of training and technical assistance should be made available to literacy programs. This is a must if we are to require accountability standards.

To boost programs to the quality standards which will be expected of them in order to assure funding, the Secretary of State Literacy Office and the Illinois State Board of Education must provide statewide support mechanisms. The best professional leadership in local programs is critical to the delivery system. Individual local programs have found it difficult, with their limited resources, to provide the level of staff development training and in-service necessary to establish and maintain quality programs. Currently, part-time staffs, which often are not trained to work with the target population, have no consistently available means by which to obtain intensive training. Existing structures bringing expertise on current methodologies to programs do not have sufficient resources to focus on basic literacy training needs. Training and in-service activities for both paid and volunteer staff should be delivered by regional service centers throughout the state. The centers exist in the Illinois State Board of Education adult education framework and should be expanded to provide literacy training and in-service programming for the network of literacy programs in Illinois. A committee is needed to plan, develop, and provide support services.

There is a need, on the part of local literacy programs and businesses, as evidenced during the interviews, to have a knowledge of what the most effective model programs are in volunteer, family, and workplace literacy. A Best Practices Project jointly funded by various state agencies is needed to gather and evaluate best practices state and nationwide. The project should be responsible for promoting innovative programs and recommending model programs to the appropriate agency(ies) for funding.

LONG-RANGE RECOMMENDATIONS

A. The Secretary of State Literacy Office and the Illinois State Board of Education should determine a standard level of training and provide opportunities for such training to meet local program needs. To minimize costs, every attempt should be made to utilize existing technical assistance entities to provide such training. A reprioritization of the functions of these entities could provide effective training at a reasonable cost.

B. The Secretary of State Literacy Office and the State Board of Education should jointly fund a project to determine "best practices" or model programs. A reprioritization of existing technical assistance structures would serve this function. A modest increase in existing budgets should provide this service.

LITERACY COUNCIL ROLE

What role will the Illinois Literacy Council play in the future state effort?

RESPONSE

The comprehensive approach to constructing new literacy standards and support systems requires an Illinois Literacy Council which can create methods and provide administrative help to achieve the Long-Range Plan recommendations. Membership on the council should carry set terms in order to involve more people and make use of their creative energies on behalf of literacy. Subcommittees of the Council should be structured to fulfill specific recommended goals.

LONG-RANGE RECOMMENDATION

The Governor should structure an Illinois Literacy Council to coordinate implementation of recommendations of this Long-Range Plan. The Council should be a public/private partnership entity.

FUNDING CRITERIA

What priorities should be set to determine funding of literacy programs for the next five years?

RESPONSE

Faced with the reality of no significant increase in dollars to serve literacy needs in Illinois, the members of the Long-Range Planning Team recommend that the funding focus remain with programs which serve the adult student 16 years of age and older not currently enrolled in school. Programs should continue to place an emphasis on recruitment of those students who are the least educated and most in need of literacy services.

During the interviews, there were requests for literacy dollars targeted for specialized literacy needs such as workforce, family, and the learning disabled or special-needs student. Interviewees stressed the importance of basic skills training for the workforce which directly relates to an employee's on-the-job effectiveness and personal growth. Business persons interviewed spoke of a shrinking pool of qualified workers from which to hire employees. They also expressed the need for an upgraded workforce if the United States is to remain competitive in the world market. The changing nature of the workforce will continue to require increasingly higher-level skills.

Program providers and reading professionals testified that a family literacy effort is an effective means by which we can do preventive as well as remedial programming for students. Parents with improved reading skills are in a better position to supplement school efforts or initiate home activities that further their children's learning.

Testimony strongly suggested that adult literacy services should be integrated into pre-school and elementary at-risk initiatives. The family literacy model should be replicated in as many Illinois communities as possible.

Special-needs students are those who would benefit from remediation techniques designed to overcome learning deficiencies and barriers. A recent survey of volunteer literacy programs showed that these special-needs populations constitute approximately 15% of the total adult literacy student population. Programs are requesting direction and increased funding for service to this unique population. Specialized training in diagnosis and instructional techniques are needed to serve students with physical and learning disabilities.

Model programs identified by the Best Practices Project should be given priority for funding in the categories of workplace, family, or special-needs literacy. The creation of an integrated funding and policy unit under the Governor would ensure comprehensive service delivery to all populations.

LONG-RANGE RECOMMENDATIONS

A. The funding priority for literacy dollars should be directed to programs serving adults functioning below the ninth grade level to foster personal growth, individual economic independence, and a strong state economy. Moreover, funding priorities should remain focused with programs serving those students least educated and most in need.

B. The minimum state appropriation should provide for cost of living increases and enough money for growth based on achievement of program standards.

C. New monies, defined as

any dollars not expended for cost of living and program growth, should be targeted for workplace, family, and special-needs programming.

EFFECTIVE USE OF FUNDS

What steps can be taken to more effectively use funds available for literacy programs?

RESPONSE

The majority of those testifying expressed the strong need for an integrated system to deliver dollars for literacy services. Many state agencies provide funding for a piece of the service necessary. Each agency program began with its own rationale and goals, representing the intent of public officials—federal and state—to meet a particular perceived need. Failure of these state agencies to effectively coordinate with one another often means a duplication of effort in various communities, and—for the service providers—a confusing tangle of applications, rules, regulations, and paperwork. Solid program design at the community level should be met by a collaborative grant of funds sufficient to support the program model in its entirety.

A consolidation of agency functions could accomplish:
1) common forms,
2) joint policy decisions,
3) multi-department funding of comprehensive literacy programs, and
4) more efficient use of dollars.

Private dollars available for literacy programs should be coordinated with public dollars. A state-level consortium of public/private contributors would greatly enhance not only dollars but services available to students. Business and community leaders have skills and expertise which would add to program effectiveness and establish literacy as a community priority.

LONG-RANGE RECOMMENDATION

The Governor should direct the development of an integrated policy on funding and quality program delivery of literacy services in the State of Illinois.

CONCLUSION

Illinois literacy providers have created a solid foundation upon which to build a complete service structure for those Illinois citizens who need to improve their basic skills. A structure for literacy in the future has been outlined in this document. This structure must be well coordinated and combine the efforts of state and federal agencies, volunteer organizations, the private sector including the business/labor community, and civic leaders.

The ultimate goal of the Illinois literacy effort must be to enhance the productivity, pride, and potential of all Illinois citizens. Total literacy is essential to that goal. It is, therefore, our recommendation that the Illinois Literacy Council and its chairman develop strategies for implementing this plan so that Illinois will be totally literate by the year 2000.

HOW IT HAPPENED

THE PROCESS, THE PEOPLE, THE PLAN

The process used to gather data for the Long-Range Plan is an adaptation of the IBM Application Transfer Study. The Illinois Literacy Council wishes to thank IBM and Mr. C. H. Cooper of IBM Educational Systems for assistance in adapting the process to meet the needs of the diverse membership of the Long-Range Planning Team. The members of the team were appointed by Secretary of State Jim Edgar when the Illinois Literacy Council, through the Executive Committee, suggested a study and plan for the future literacy efforts in Illinois.

Appointed in the late summer of 1989, the team spent countless hours wrestling with the best policies to effect a truly comprehensive literacy effort. They have coupled their combined expertise with excellent listening and evaluating skills to present a document which speaks to the needs of all Illinois citizens.

The process began with identifying a mission for the Long-Range Planning Team. From the mission statement a set of questions was developed in order to gather data which would provide a means to accomplish that mission. The next step was group interviews of people representing the many segments of society affected by a lack of basic skills.

The data gathered during the interviews was compiled, a group draft was written, and then edited to get the document into its final form. The

Illinois Literacy Council is indebted to the members of the Long-Range Planning Team for their diligent, persistent efforts. The State of Illinois can also be grateful to the team members for the development of the plan and its recommendations. The future structure for the literacy effort, based on strong foundational beginnings, speaks to the concerns and needs of all.

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Students	Chicago Urban League Literacy Program	Chicago
Students	C.E.F.S. Economic Opportunity Corporation Literacy Program	Effingham
Students	Triton Community College Literacy Program	River Grove
Students	READ NOW Literacy Program	Arlington Heights
Charles Sutton	Champaign/Ford Educational Service Region	Rantoul
Jeanette Tamayo	Illinois Department of Public Aid	Chicago
Deb Taufen	IBM	Peoria
Myrtle Templeton	Rend Lake College Literacy Program	Pinckneyville
Linda Thistlethwaite	Western Illinois University	Macomb
Ron Tonn	Safer Foundation	Chicago
RaeLynne Toperoff	Literacy Volunteers of America-IL, Inc	Oak Park
Nancy Varness	Illinois Central College Adult Education Program	East Peoria
Claude Vernam	Sundstrand Corporation	Rockford
Ada Waddell	Urban Adult Education Office	Urbana
Chico Wallace	Wagner Casting	Decatur
Joe Washington	The MacArthur Foundation	Chicago
Michael L. Weaver	State Representative, Illinois General Assembly	Mattoon
Bess Wesling	Kaskaskia College Literacy Program	Centralia
Chloe White	Illinois State Board of Education	Chicago
Paula Wolff	Office of the Governor	Chicago

A Report from the Illinois Literacy Council Long-Range Planning Team

SUMMARY

Issue 1. DEFINITIONS Has the 1990 definition of literacy changed from that of 1984? Will the definition continue to change in the future?

Recommendation A. Organizations funding literacy in Illinois should accept reading, writing, and math levels below ninth grade as a definition of literacy need and therefore, as a priority for literacy program funding. Workplace literacy definitions should be below the tenth grade.

Recommendation B. Local programs should be encouraged to develop, for each student, a literacy plan to meet individual student learning needs.

Issue 2. NEEDS ASSESSMENT How many adults in Illinois function below the 1990 literacy definition?

Recommendation. State agencies interested in an assessment of Illinois' literacy needs should jointly contract for such services with the Educational Testing Service to conduct a state literacy assessment.

Issue 3. ACCOUNTABILITY STANDARDS Are accountability standards for Illinois literacy programs well-defined and consistent?

Recommendation. Under the auspices of the Illinois Literacy Council, a committee should be established to set standards for quality literacy programs and to establish accountability evaluators. The committee should be composed of, but not limited to, representatives from: the Secretary of State Literacy Office, the Illinois State Board of Education, volunteer organizations, literacy programs, state and local universities, and the business and labor communities.

Issue 4. BEST PRACTICES What structures exist to provide technical assistance, staff training, and research for literacy providers?

Recommendation A. The Secretary of State Literacy Office and the Illinois State Board of Education should determine a standard level of training and provide opportunities for such training to meet local program needs.

Recommendation B. The Secretary of State Literacy Office and the Illinois State Board of Education should jointly fund a project to determine "best practices" or model programs.

Issue 5. LITERACY COUNCIL ROLE What role will the Illinois Literacy Council play in future state literacy efforts?

Recommendation. The Governor should structure an Illinois Literacy Council to coordinate implementation of recommendations in this long-range plan. The Council should be a public/private partnership entity.

Issue 6. FUNDING CRITERIA What priorities should be set to determine funding of literacy programs for the next five years?

Recommendation A. The funding priority for literacy dollars should be directed to programs serving adults functioning below the ninth grade level to foster personal growth, individual economic independence, and a strong state economy. Moreover, funding priorities should remain focused with programs serving those students least educated and most in need.

Recommendation B. The minimum state appropriation should provide for cost of living increases and enough money for growth based on achievement of program standards.

Recommendation C. New monies, defined as any dollars not expended for cost of living and program growth, should be targeted for workplace, family, and special-needs programming.

Issue 7. EFFECTIVE USE OF FUNDS What steps can be taken to more effectively use funds available for literacy programs?

Recommendation. The Governor should direct the development of an integrated policy on funding and quality program delivery of literacy services in the State of Illinois.

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